

Objectives

Content

Students will deepen understanding of and establish a personal connection to gang culture.

Language

Students will deepen understanding of and interpret the symbolic languages of gang cultures.

{Use slide to copy objectives to the Board}

Gang Culture

Roy Baker & John Kennedy

To Guide our Quest

What is a gang?

Who joins gangs?

Why do we care?

Why join a gang?

What does hope mean to you?

How can we be supportive?

Brief History of Youth Gangs in CA

The earliest youth gangs in Los Angeles were a "mixed bag" of Mexican, Irish, and Russian immigrants.



The police called them "tomato gangs" because their fist fights were often preceded by exchanged volleys of fruits and vegetables stolen from vendors' carts. These gangs were "unsophisticated clutches of teens..." and could hardly be compared to today's gangs.



Fighting Gangs

- Emerged in the late 1930s and early 1940s.
- Defined by ethos of fighting to defend self, gang, and neighborhood.
- Members were drawn from the ever-expanding pool of "second generation" youth who were:
- Estranged from the culture of their parents
- Rejected by the dominant society as racially or ethnically inferior.
- Largely left on their own
- As the institution of the neighborhood gang grew stronger and children viewed the gang as their surrogate family, street school, and government, youth gangs inevitably rubbed against each other, fighting soon became an accepted part of the youth gang code.





PIRATE CODE

THEY'RE MORE GUIDELINES, THAN ACTUAL RULES

were

The Code

Gangs fought within the confines of a code of informal but widely accepted rules.

Their primary weapons were fists.
Women, children, and families

not to be attacked or involved.

It was considered more manly to call him out when he was not with his family, wife, girlfriend, or child, in a "fair fight."

Fellow members provided backup only if the opponent's fellow gang members tried to interfere.

These fights established a pecking order within the gang and between gangs.

Tomatos to Boys

- In the late 1930s, arsenals expanded to sticks, clubs, chains, and knives but rarely guns.
 - Usually home-made "zip guns."
- Gang life was fundamentally changed in the 1940s.
 - The violence became more lethal.
 - Teenagers began to be killed in inter-gang clashes or other gang-related violence.
- Became known as "Boy" Gangs.



And now...a song...

<http://www.youtube.com/watch?v=RRWMWktpNHA>

Salvadore Agron
The Capeman

Boys to Bullets

Mass marketing of increasingly lethal firearms, profound economic restructuring, and globalization of the illicit drug trade, indoctrinated firearms into youth gang life in America.

Firearms began to be used to kill, rather than to scare.

By the mid-1970s gunfights outnumbered "fair fights". Gang members started "drive by" shootings into houses where mothers and other "non-combatants" lived.

Latino gangs had a tendency for each generation to try to outdo the preceding generation of gang members in locura, or crazy behavior.



The illicit drug trade was also becoming a significant

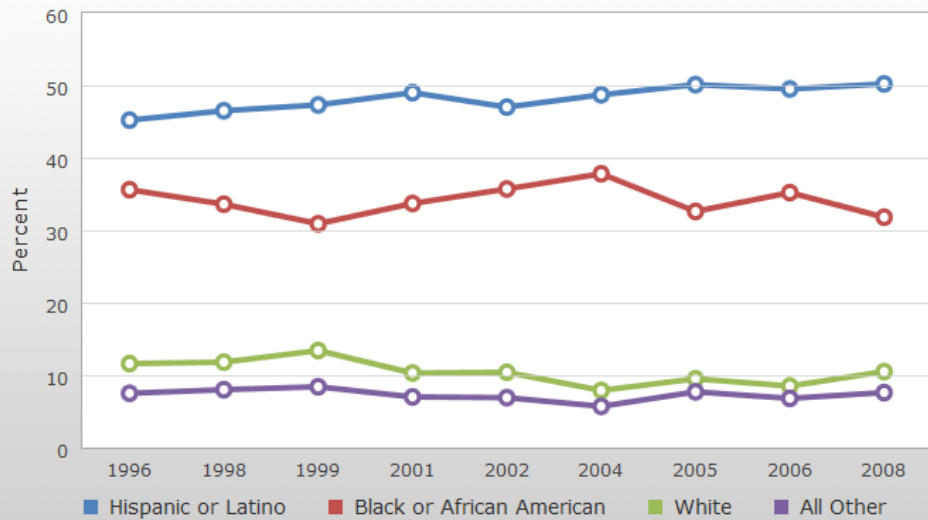
Increase in the number of handguns on the civilian streets during the 1960s and 1970s.

During the 1980s "Wonder Nines," (9mm high capacity semi-automatic pistols) and AK-47's (military assault rifle) quickly became gang favorites.

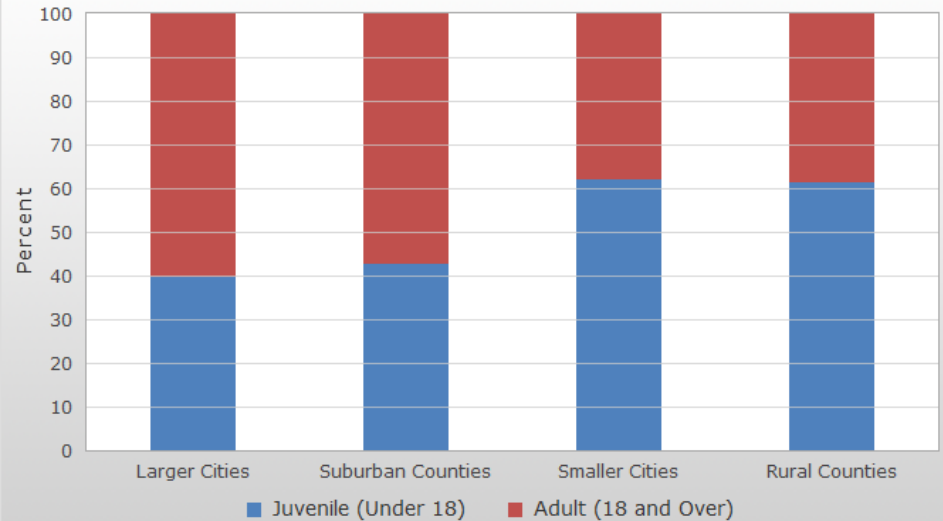


For the Visually Talented...

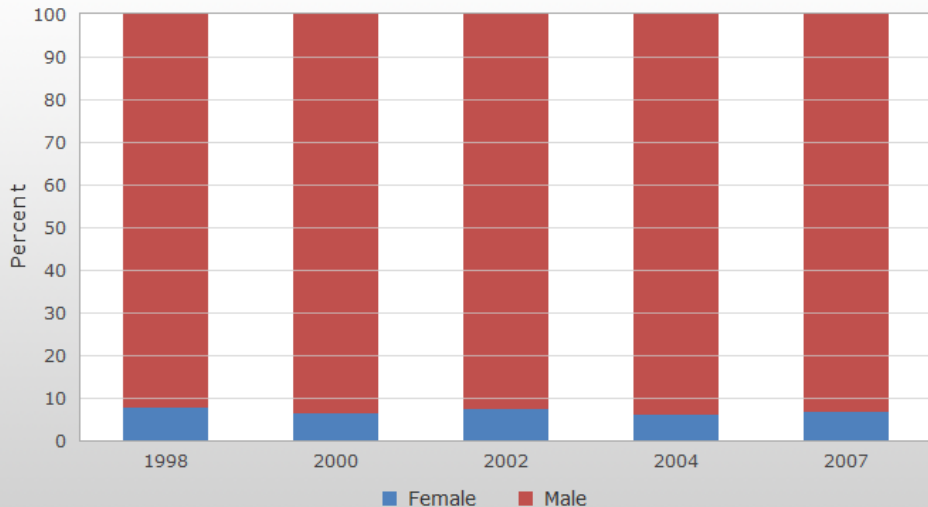
Race/Ethnicity of Gang Members, 1996–2008



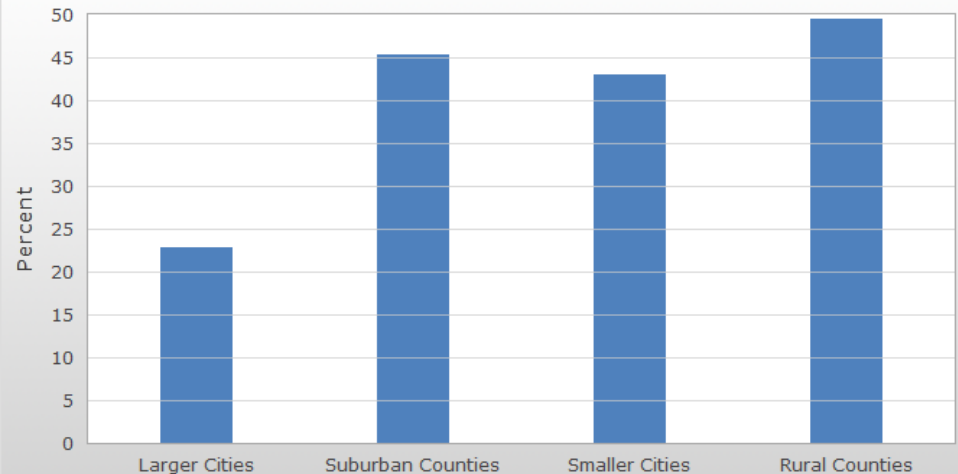
Age of Gang Members by Area Type, 2008



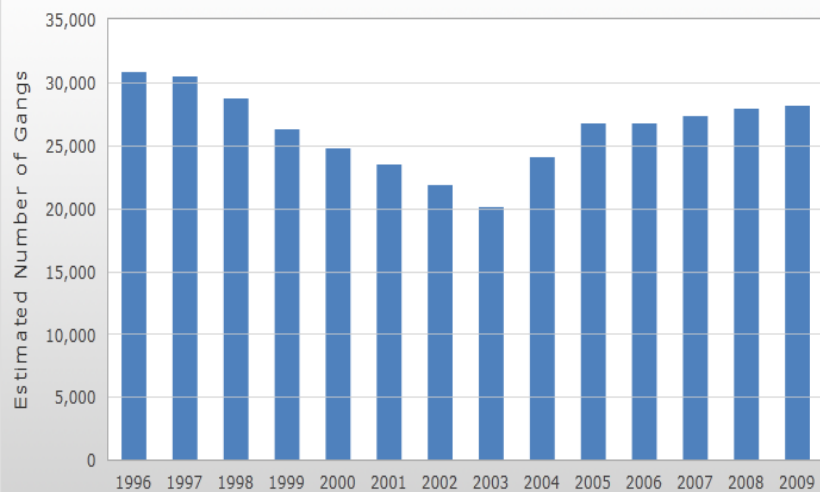
Gender of Gang Members, 1998–2007



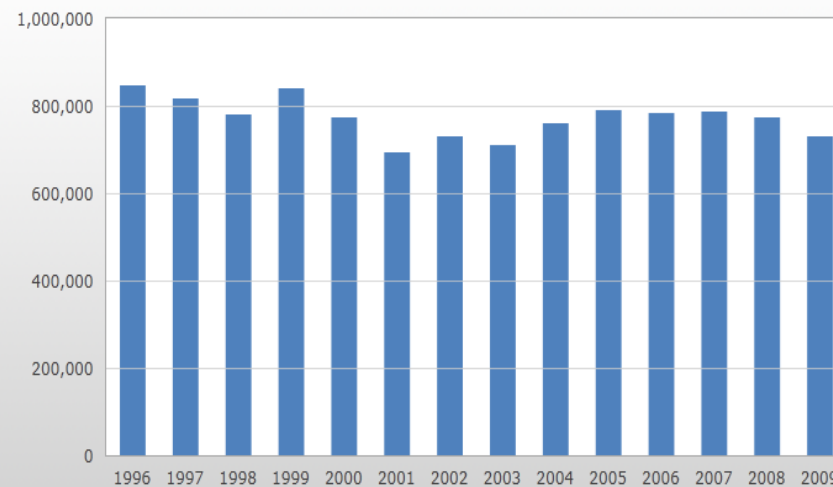
Percent of Gangs With Female Members, 2009



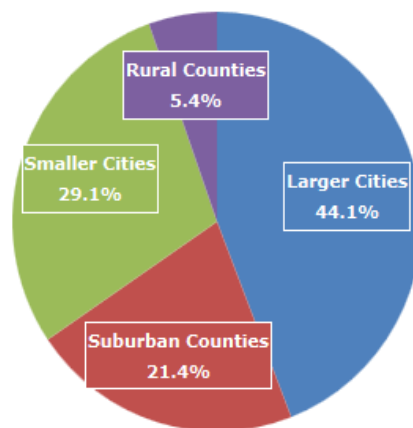
Estimated Number of Gangs, 1996–2009



Estimated Number of Gang Members, 1996–2009



Distribution of Gangs by Area Type, 2009



Ethnic diversity - equal opportunity!

White

- Peckerwood, Nazi Low Riders, Skinheads, Supreme White Power, Aryan Brotherhood, Nazi Low Riders, Public Enemy Number 1 (PEN1)

Asian

- Ba Hala Na, Hmong Nation Society, Insane Hmong Pride, Masters of Destruction (Hmong), Natoma, Tiny Little Rascals, Tiny Rascal Gangsters, Wah Ching, Lady Rascals (Asian Female), Southside Scissors (Asian female)

African American

- Bloods, Crips, Black Gangster Disciples, Black Guerrilla Family

Latino

- Florencia 13, Mara Salvatrucha (MS 13), Nortenos, Surenos, 18th Street, La Nuestra Familia, Nuestra Raza, Mexican Mafia, Northern Structure, 25 Pesetas (Sureno drop outs), Latin Ladies, Midnite Pearls (Hispanic female), New Flowers (Norteno drop outs), Northern Ryders (Norteno drop outs), Border Brothers, Texas Syndicate, White Fence, Fresno Bulldogs (F-14)

Why do we care?

Gang activity has been an increasing problem in Sonoma County, as evidenced by articles in the press and reports from interviews with Sonoma County staff and community experts undertaken as part of Sonoma County's 2006 strategic planning project.

Between 2002 and 2005 number of gang-conditioned sentences in Juvenile Court more than doubled 145 cases to 385 cases.

Gang-related crimes tend to be both more serious and more complex (for example, there are often multiple offenders involved in each crime) placing a disproportionate burden on law enforcement, detention facilities, the district attorney, public defender, and other criminal justice functions.

Gang crime represents a significant portion of the population in the criminal justice system.

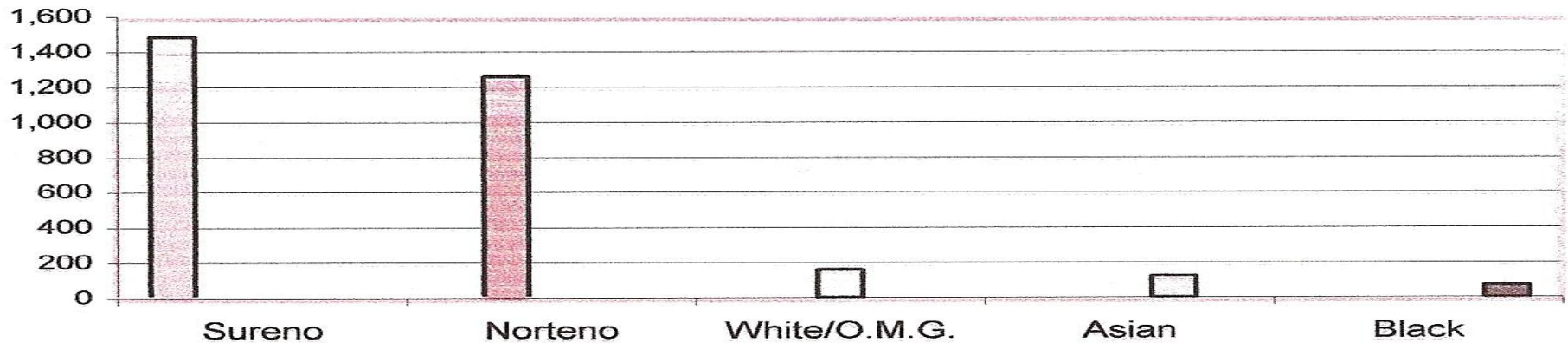
In April 2006, 26% associated with gangs.

Require higher security requirements and the need to separate members of different gangs from each other.

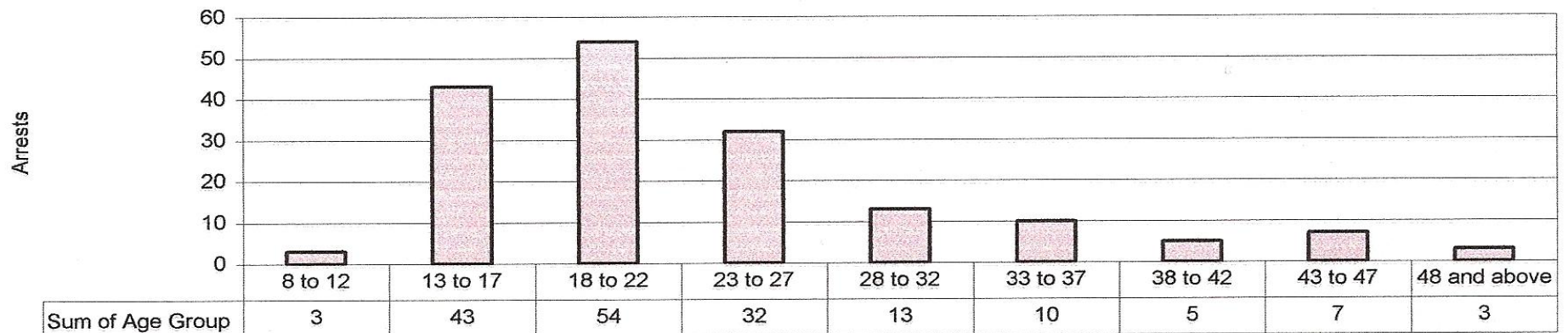


Sonoma County

Member affiliation



Number of Gang Arrests by Age



"Gangs often create an environment of intimidation and fear that can make it all but impossible for students to learn." ~The National Center for Victims of Crime;"Gangs in America" Report

Play a significant role in the widespread increase of violence in the schools

School-aged children were at a higher risk of suffering from violence in school than anywhere else.

Increased tension at the school

Increase in armed students - gang and non-gang affiliated.



Students in schools with a gang presence are twice as likely to report that they fear becoming victims of violence.

Schools with gangs are significantly more likely to have drugs available on campus.

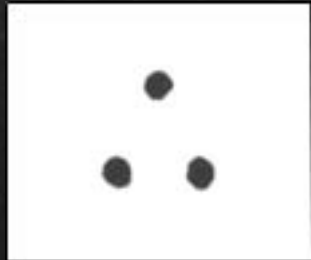
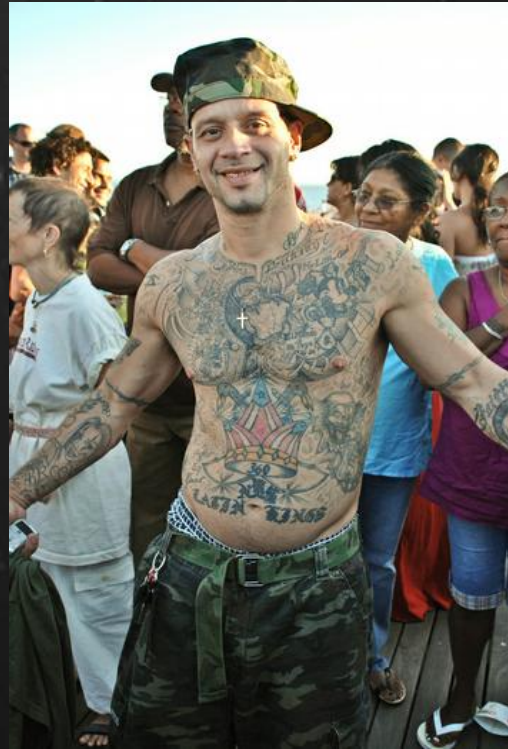


Schools suffer from gang- related violence "spilling over" from the streets.

School is much more important as a place for gathering with fellow gang members for socializing and other more violent activities.

Even gang members who had been suspended or had dropped out of school could be found on campus with other gang members

Identifying Gang Tattoos



Identifying Gang Signs



Identifying Graffiti

Gang

- Gang symbol
- Gang member name
- Numbers
- Distinctive, stylized alphabets
- Key visible locations
- Enemy/Allies names and symbols

Mark turf

Threaten violence
Boast of achievements
Honor the slain
Insult/taunt other gangs
Notoriety or prestige

Common Tagger

- high volume, accessible locations
- high visibility, hard to reach locations
- Tenacious (consecutive re-tags)

Defiance of authority

Artistic Tagger

- Colorful and complex pictures, art

Artistic prestige and recognition

Conventional: Spontaneous

- Sporadic episodes or isolated incidents

Play, Excitement, Impulsive
Rite of Passage

Conventional: Malicious or Vindictive

- Sporadic, isolated, or systematic
- Offensive content
- Racial, ethnic or religious slurs

Anger, Boredom, Resentment, Failure, Despair

Ideological

- Specific targets, such as mosques or churches
- High legible
- Slogans

Anger
Hate
Political
Hostility
Defiance

A photograph of a white building with extensive graffiti. The graffiti includes 'CRIP' with a crown, 'H...', 'VLK', '187', 'ZUS SC', 'VAL', 'ZUS SC', 'ZUS SC', and '187'.



Interactive Gang Incident Map

<http://gangs.globalincidentmap.com/home.php>



GANGS

They Are Everywhere!

Why Join a Gang?

Pre-Service Teachers

Brotherhood, Friendship & Family
Survival (Protection/Safety)
Authority & Agency (Marginalized)
Drugs & Money (Poverty)
Peer Pressure (Honor/Culture/Machismo)
Pop Culture Portrayal (glamorous lifestyle)
Hopelessness/Anger/Sadness/Sorrow

Weinstein

Satisfy unmet needs
Belonging
Power & Control
Protection & Support

The Three R's

Reputation - a critical concern of gang members

Respect - also critical, often linked with fear and power

Retaliation - no challenge left unanswered

Getting In - often a hazing or violent initiation, ritual

Getting Out - often not an option, or a more violent ritual

What's Your Definition of Hope?

Think (1 minute - SOLO)

Pair (2 minutes - 2 students per group)

Share (3 minutes - Each group with the CLASS)



False Hope - Enemy of Hope

Hokey Hope

Incomprehension of suffering, ignored inequities
Informed by privilege, rooted in spectator optimism
Individualistic 'bootstrap' hyperbole

Mythical Hope

Denial of suffering (ahistorical and depoliticized)
Celebrates individual exceptions
Myth of meritocracy

Deferred Hope

Recognizes suffering, but no action today
Blames the system, not individual
Fails to cultivate students' control of destiny



Critical Hope - Enemy of Hopelessness

Material:

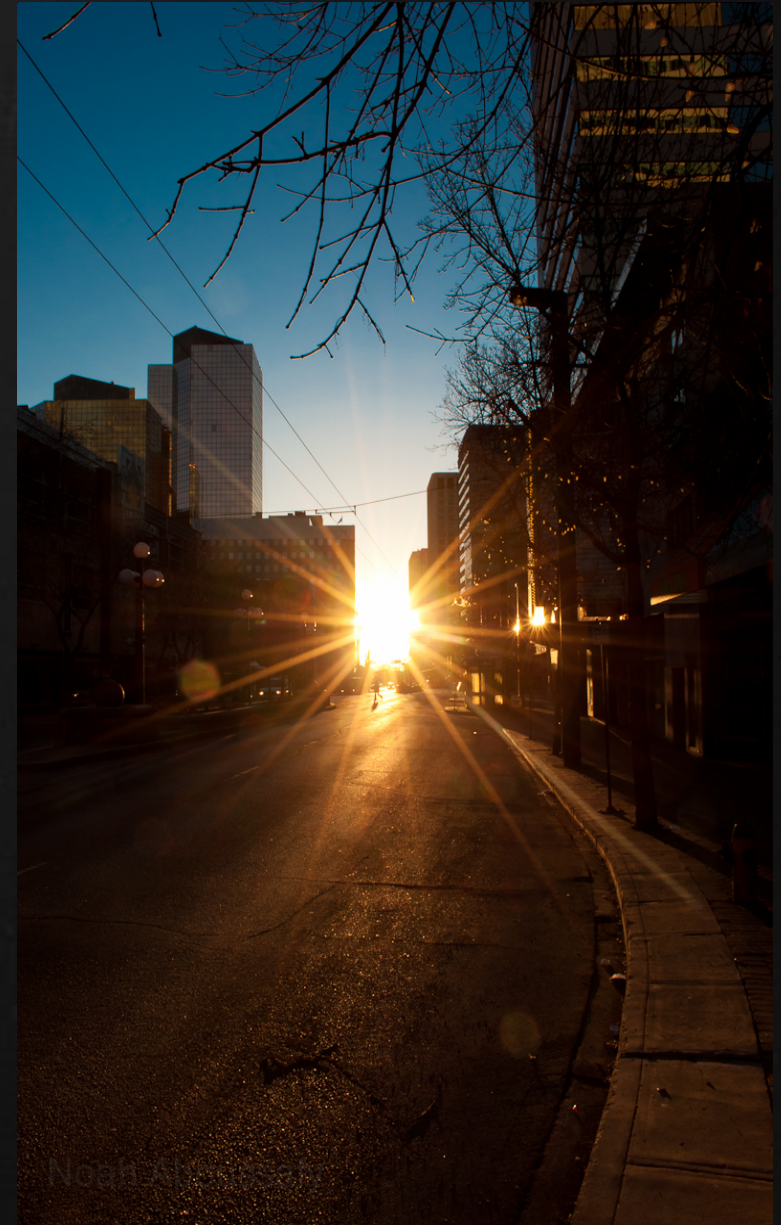
Acknowledge and address suffering
Quality teaching = most significant resource
Social Justice orientation = relevance
Connect school to real, material conditions

Socratic:

Share the suffering path
Use student indignation as strength
Prioritizes the humanization of students (stories)
Solidarity in painful struggle of examined life
Self reflection and sacrifice (positive harassment)

Audacious:

Connect with collective and individual struggles
Share in joy and in pain
Transform indignation to authentic action
Healing orientation, deep and caring relationships



Noah Alexander

The Roses Worth Celebrating

Tupac's Math

IF: Concrete = Soil

THEN: Each classroom could be a crack

IF: Damaged petals = Indignation, Tenacity & Audacity

THEN: Celebrate, don't reform

THUS: We must nurture our students through the cracks



What can we do?

Forge personal connections (inviting climate)

Cultivate a sense of belonging (value)

Show compassion

Prevent vs. Respond orientation

Provide choices (ex: solo and group)

Learn about students' lives outside of school

Be aware, be vigilant around school (at risk kids?)

Educate entire school community about gangs

Conflict resolution training

Provide opportunities for creative expression

Critical Hope - (Duncan-Andrade, 2009)